

2021  
MGGS  
ANNUAL  
REPORT





## Contents

Message from Key Bodies	3
Contextual Information about the school and characteristics of the student body	6
Student Outcomes in Standardised National Literacy and Numeracy Testing	7
Senior Secondary Outcomes	8
Teacher Qualifications and Professional Learning	9
Workforce Composition	11
Student Attendance, and Retention Rates and Post-School Destination in Secondary Schools	12
Enrolment Policy and Procedures	13
Other School Policies	20
School Determined Improvement Targets	22
Initiatives promoting respect and responsibility	23
Parent, Student and Teacher Satisfaction	24
Summary of Financial Information	25



## Theme 1: Message from Key Bodies

### Message from the Board

The Muslim Girls Grammar School Board is honoured to be presenting its first annual report contribution, in reflection on the school's inaugural year of 2021. In 2021, the School Board met ten times, initially on the school premises and then via Zoom while in lockdown. The Board is responsible for policy, strategy, risk management and the financial management of the school. At these meetings we met with the principal to make strategic decisions that ensure MGGS is the best possible school for the students and their families.

A year of many firsts, from NAPLAN to sewing and cooking, and from Robotics to the new state of the art science labs, 2021 was an enriching year for the girls, despite the challenges experienced in the face of a global pandemic. MGGS's dedicated staff delivered live lesson all day, everyday via online platforms to ensure the girls' education was not interrupted throughout semester two.



The Islamic Studies and Quran teachers delivered daily lessons and organised wellbeing sessions to assist the girls with their mental health during the lockdown period. Together with the commitment of our students and the support of their families, the school community worked towards achieving the mission of the school; striving to encourage, inspire and empower our students through faith and knowledge.

While the pandemic disrupted many plans in our inaugural year, we were still able to achieve some fantastic milestones. The first ever mother-daughter Iftar dinner was hosted by the board in the MGGS school hall and was a successful night of reflection and celebration.



During lockdown we sent care packages to all staff and students, which were well received. In November, although for a short time, the board decided that face to face learning must resume for the remainder of 2021 and it was wonderful for both staff and students to be back on the school premises.



The School Board's mission is to promote a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect, which extend beyond the school into the wider community. With this comes our focus on the key elements of education excellence, character development and service to the community. We would like to thank the staff, parents, students and the community for their contributions and support in our first year and look forward to building even stronger connection as we move forward.







## Message from the Principal

I was privileged to be appointed as Principal of MGGS at the start of semester 2, when COVID impacted the teaching and learning of the school. The flexibility of staff, students and parents to accept online learning was terrific. It was a steep learning curve for everyone, but it was a challenge well met, with learning continuing in Google classroom with excellent attendance by students. Our online end of term three assembly was attended by all students with accolades going to excellent achievements by our students.

On return to the classroom in week 4 of term 4, the adjustment to classroom teaching and learning with masks was quickly made, as the safety of everyone became a priority. Along with all other Australians, we persevered through the pandemic, keeping our faith, remaining positive and working hard.

The end of 2021 was celebrated with a 3-day series of activities which had been delayed by COVID. Our girls went horse riding, visited the Treetops Adventure Park and enjoyed a calming reflection session with SHE Empowerment.

Staff and students have become stronger, more resilient and determined to face the future with the benefits of the lessons learnt in 2021.





## Theme 2: Contextual Information about the school and characteristics of the student body

Muslim Girls Grammar School was established in 2021 to meet the growing needs of the community for a girls' only, comprehensive high school based on a model of excellence in education and character development. 2021 saw the establishment of Stage 4 with 51 students in year 7 and 21 students in year 8. Students mostly live in the surrounding suburbs, 99% coming from cultural backgrounds where English is spoken as an Additional Language.

The school is situated in the heart of Granville with convenient access to public transport by bus or rail. The impressive historic, heritage listed buildings house classrooms, a well-lit art room, a cooking and sewing room, a laboratory and library, all of which have been refurbished to an excellent standard.

With excitement and trepidation MGGS commenced operations with an experienced Principal and Curriculum Coordinator leading the way. The school established an excellent Islamic Studies and Qur'an program delivered at an early start each school day. It is during these early morning lessons that we laid the foundation to "encourage, inspire and empower our girls through faith and knowledge, to seek excellence in character and action." The spiritual value and serenity gained from these lessons, coupled with midday prayers, make for a learning environment which encourages spiritual growth according to Islam.

During 2021, the school delivered some innovative sport activities such as horse riding and archery, and celebrated a challenging school year with a motivational workshop delivered by SHE Empowerment. The organisation and delivery of these activities contribute to the unique schooling model we strive to offer.

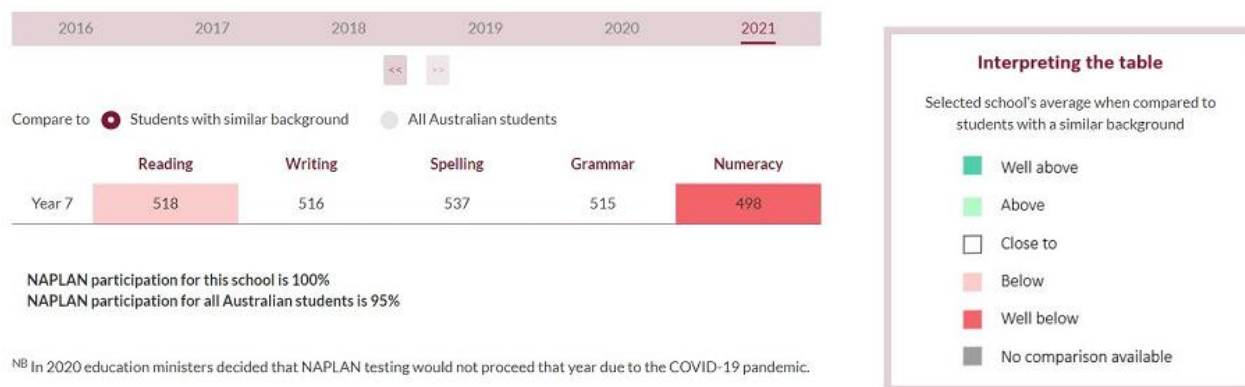
Despite the challenges COVID-19 presented, learning continued online via Google classroom, following the set timetable. Teachers made every effort to plan engaging lessons and maintain rapport with students. At MGGS, we made the best out of a challenging year.



## Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

MGGS NAPLAN results are available on My School -  
<https://www.myschool.edu.au/school/52944/naplan/results>

[Results](#) | [My School](#)





## Theme 4: Senior Secondary Outcomes

This is not applicable to MGGS as in the 2021 year, the school saw the establishment of stage 4.





## Theme 5: Teacher Qualifications and Professional Learning

The inaugural year for MGGS was 2021, hence all staff participated in mandatory child protection professional learning, while school board members participated in governance professional learning provided by the Association of Independent Schools NSW. Further in-house learning took place to acquaint staff with the vision of the school, use of technology curriculum and e-learning. Additionally, all staff were provided with First Aid training to ensure compliance.

Description of Professional Learning Activity	Number of Staff participating
ICT <ul style="list-style-type: none"><li>• Provided training for the use of student management database SENTRAL and Enrol HQ</li><li>• Training for the use of reporting software</li><li>• Training for the use of school issued devices</li><li>• Training for e-learning</li></ul>	<ul style="list-style-type: none"><li>• 12</li><li>• 12</li><li>• 3</li><li>• 10</li></ul>
First Aid	11
NSW Child Protection Crossing Professional Boundaries Webinar	12
Updates to the NSW Child Protection Legislation Webinar	12
Curriculum <ul style="list-style-type: none"><li>• NESA syllabuses</li><li>• Scope and sequence</li><li>• Teaching and Learning Programs</li></ul>	11



Teacher accreditation:

Level of accreditation	Number of Teachers
Conditional	1
Provisional	3
Proficient	7
Highly Accomplished	0
Lead Teacher	0

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	11
ii. Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0



MUSLIM GIRLS  
GRAMMAR SCHOOL

## Theme 6: Workforce Composition

Type	Gender	ALL STAFF		Indigenous	
		Headcount	FTE	Headcount	FTE
Principal	Female	1	1.0	-	-
Teaching Staff	Female	5	4.2	-	-
Specialist Support	Female	3	0.6	-	-
Administrative and Clerical	Female	2	1.7	-	-
TOTAL		11	7.5	-	-



## Theme 7: Student Attendance, and Retention Rates and Post-School Destination in Secondary Schools

**Student Attendance for Each Year Level and the Whole School**

Year Level	2021
Year 7	92.2%
Year 8	86.42%
All students	89.83%

At Muslim Girls Grammar School, we believe that attendance at school is centrally important to student learning and development. Importantly, regular attendance at school:

- Increases the opportunity for children to participate in the life of the community and to optimise students' learning.
- Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.

Our legal obligations as in the NSW Education Act 1990 is met through electronic means. Attendance is monitored through SENTRAL daily by period 1 teachers, while period attendance is monitored at the start of each lesson using the PXP component of SENTRAL.

Furthermore, notifications are sent to parents / guardians to inform them of their daughters' absence, with a response expected. When no response has been received on the day, and not within 7 days, the absence is followed up by a letter for parents / guardians to complete. Our policy makes it clear that students are to attend excursions, sports carnivals and camps.

### Student Non-attendance

Poor and irregular attendance where parents / guardians have not provided acceptable reasons for the absences was addressed from a student welfare perspective. The school looked to strategies to improve attendance, working with students and parent / guardians. Some strategies that were implemented are;

- Ensuring a safe and supportive learning environment
- Determining if students' learning needs are met
- Providing counselling, if needed, to assist with factors which may prevent regular attendance
- Examining social interactions within the school environment which may discourage students from attending
- Developing a school culture of regular attendance
- Providing engaging school programs, including extra-curricular activities.



## Theme 8: Enrolment Policy and Procedures

The MGGS **Enrolment Policy** can also be found on our school's website [Enrolment Policies \(mggs.nsw.edu.au\)](https://mggs.nsw.edu.au)

Students who are accepted at MGGS are issued with the following documentation:

- An enrolment contract
- Parental Code of Conduct
- Condition of Enrolment at MGGS

### Introduction

Muslim Girls Grammar School (MGGS), is a school for girls in Years 7-12. The School offers a broad curriculum to students from a diverse range of backgrounds. MGGS aims to educate young women from the basis of a Muslim world view and to empower them to achieve and contribute to the wider society through faith and knowledge.

### Key Definitions

Throughout this policy, unless the context requires otherwise:

- a. **'parents'** includes legal guardians or any other person who has applied to have a student entered on the waiting list or enrolled at the School and, where the student has only one parent, means that parent.
- b. **'disability'**, in relation to a student, is that as defined in the *Disability Discrimination Act (Cth) 1992*

### Outcomes

The policy will provide guidance to all staff involved in the School's enrolment process to ensure that their practice leads to compliance with all relevant School policies and government legislation.

### Policy Assessment

This policy and its procedures will be assessed at regular review to determine its effectiveness. This will be determined in part by solicited feedback from random parents on a periodic basis and from any unsolicited feedback from parents.

### The Policy

This policy gives guidance to those within the School community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

Two different types of enrolment are possible:

- c. as a student in the mainstream, or
- d. as a student from overseas, or



## Relevant Legislation

- *Disability Discrimination Act 1992 (Cth)*
- *Disability Standards for Education (Cth) 2005*
- *Race Discrimination Act 1975 (Cth)*
- *Anti-Discrimination Act 1997 (NSW)*

These Acts make it unlawful to discriminate against a person by refusing to enrol them at the School on the grounds of their disability or race. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

## Enrolment Eligibility

### Mainstream Students

Mainstream students are those who are Australian Citizens or permanent residents

### Overseas Students

Overseas students are students who are not Australian residents. If an overseas student is studying overseas in non-English speaking countries in a school where English is not the language of learning, to be eligible to apply for enrolment at MGGS, the student must demonstrate competency on the Australian Education Assessment Services (AEAS) test including the written section. The School will determine the student's English level suitability for enrolment to the School.

Students may have their enrolment made conditional on achieving a satisfactory English level in a given time period.

### Enrolment procedures for all students is as follows:

1. Parents enquire about enrolment
2. Enrolment Officer sends enrolment information or directs parents to on-line application process paid
3. Parents return Application to go on waiting list or apply on-line for waiting list.  
Application Fee to be
4. Potential student is placed on waiting list
5. School undertakes pre-enrolment assessment and interviews





6. School considers application and either terminates application or makes offer
7. Parent accept or decline offer
8. If offer accepted parents sign Enrolment Agreement and pay Enrolment fee,  
student now enrolled.

## Enquiries

The Enrolments Officer will send everyone enquiring about enrolment the details of the procedure including:

- a. Prospectus
- b. the most recent Fee Schedule
- c. an Application Form for inclusion on the waiting list
- d. an Application Fee Payment Form

The Enrolment Officer will direct enquiries about enrolment to this Enrolment Policy located on the School's website.

## Waiting Lists

The Principal, through the Enrolments Officer, is responsible for the maintenance of waiting lists for entry to the School. Placement on the waiting list does not guarantee an offer of enrolment.

Entrance may be accommodated at any time throughout the school year depending on circumstances.

Names of students will be entered on the appropriate waiting list when their parents or a parent:

- a. return or complete on-line the **Application Form** for inclusion on the waiting list
- b. pay a **non-refundable** Application Fee
- c. provide a copy of the student's **birth certificate**

In addition, an application for an overseas student must also include:

- a. a copy of the biographical page of their passport
- b. the AEAS Test Report of English competency
- c. a copy of their Visa documentation if the student is currently in Australia on a Visa

Failure to provide all required information may result in the School declining to enter the student's name on the appropriate waiting list or delaying such entry, and may also result in



the School declining or delaying the student's enrolment.

### **Assessment Interview**

The School will undertake an assessment process at some time decided by the School after a student's name has been entered on the waiting lists. As part of the assessment process, the School may ask the parents to provide more information about their daughter.

Any assessments or reports required from non-school personnel will be at the parents' expense.

In considering all prospective enrolments, the School may ask parents to authorise the Principal or his delegate to contact:

- a. the Principal of their daughter's previous school to obtain or confirm information pertaining to their daughter or her enrolment
- b. any medical or other personnel considered significant for providing information pertaining to the needs of their daughter.

Where information obtained by the School suggests:

- a. a profile of misconduct, illegal activities or anti-social behaviours that indicate that the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, or
- b. the parents may not be able to meet the financial commitment required by having a student at the School, or
- c. the level of English language is not adequate to undertake the rigours expected by the School

notwithstanding that the student be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

### **Disability**

Where a student has declared education support needs, or a disability, or other information has come to light indicating a possible need for education support services, or for some measures or actions to assist the student to participate in the School's courses or programs or to use the School's facilities or services, the School will make an initial assessment of the student's needs. This will include consultation with the student or her parents as part of the collaborative planning process.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the student's current school or (with the parents' agreement) the home, to more accurately assess the learning needs of the student.

The Principal may:

- a. require the parents to provide medical, psychological or other reports from



specialists outside the School.

- b. obtain an independent disability assessment of the student

Where information obtained by the School indicates that the student has a disability, the Principal will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require some measures or actions to assist the student to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the student's disability. Where the Principal determines that the student would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular student is reasonable, the Principal will comply with the standards outlined in the *Disability Standards for Education (Cth) 2005*

Where the Principal determines that the enrolment of the student would require the School to take unreasonable measures or actions to ensure that the student is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer or invite the parents to consider the Transition Program for their daughter.

## Interview

All students registered for enrolment are invited with their parents to attend an interview at the School with the School's Enrolment Committee chaired by the Principal or a member of staff, appointed by the Principal within twelve months of their expected start date. The principal, at her discretion, may forego the interview component of the enrolment process.

At the interview, among other things, the School's enrolment committee representatives will:

- a. inform the parents of their responsibility to the School in relation to fees and will ascertain their ability to afford the current fees
- b. seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School
- c. advise the parents of students of the provision of an Out of School Hours Care Service on the premises at MGGS where this service is provided, its schedule and its proposed fees

## Determination

The School reserves the right not to offer any student a place at the School or to defer the offer



of a place to any student at its discretion but particularly when the parents, having been aware of their daughter's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their daughter.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their daughter's needs.

When determining the offer of a place at the School, the School gives preference to:

- a. scholarship winners
- b. sisters of students already at the School

The School also considers:

- a. a student's willingness and ability to contribute to the wider life of the School
- b. evidence of good leadership and good character
- c. the date of lodgement of the Application Form for inclusion on the waiting list

## Offer

At the satisfactory conclusion of the interview process, the School may make an offer to the parents to enrol the student via a Letter of Offer. Parents will also receive the School's current Conditions of Enrolment. To accept the offer, the parents must, **within 10 days** of receiving it, deliver to the School:

- a. the Acceptance Form which includes acceptance by the parents of the then current Conditions of Enrolment
- b. the non-refundable Enrolment Fee

Failure to reply within the required time may result in the position being re-offered where other students are waiting for entry to the School.

The Enrolment Fee is additional to tuition and other fees

## Available rebates

The following rebates apply:

- a. in cases where two or more sisters of the same family are attending at the same time then the oldest student will attract full fees; second and subsequent students will attract 10% rebate on Tuition fees for each child
- b. daughters of full time School staff are eligible for a 25% rebate on Tuition fees; daughters of part time School staff are eligible for a 25% rebate on a pro rata basis dependent on their part time allocation

## Offers for Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Principal, a provisional



enrolment may be offered for a student for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Principal may terminate the enrolment with seven (7) days' notice. In such circumstances, enrolment deposits will be refunded and fees will be adjusted to cover the period of enrolment only. No penalties will apply.

This provision may not be applied in the case of students with a disability.

### **Holding of Class Places**

Places at the School will not be held for students who are withdrawn from the School except in specific circumstances and at the discretion of the Principal. Places may be subject to School fees being maintained for the period of absence and the enrolment continuing to be eligible to attract Government subsidies.

### **Confidentiality**

The School will abide by the provisions of the *Privacy Act 1988*. Confidentiality and privacy require that all staff must ensure that information regarding students and their parents and/or legal guardians is restricted to those who genuinely need to know. Furthermore, those people should only be told as much as they need to know and no more.

### **Record Keeping**

Information concerning all applications will be kept on file. Unsuccessful application information will be kept for five years. Successful application information will be kept for the duration of the student's enrolment at the School plus seven years after leaving the School.



## Theme 9: Other School Policies

Summary of Policy	Policy 2021	Access to full text
<p><b>Student welfare</b></p> <p>MGGS believes that the welfare of our students is enhanced by building a strong home school partnership and by enabling students to be active participants in their learning. The core values of the school and pastoral care system are underpinned by the teachings of Islam. Our Qur'an and Islamic Studies teachers provide guidance and solace to our students, irrespective of the extent of their need, always encouraging them to be self-aware, empathetic, dignified and to embrace change as part of life. Motivational talks form an intrinsic part of our daily routine.</p>		<p>The full text of the school's student welfare policy can be accessed by request from the principal and from the school website.</p> <p><a href="https://www.mggs.nsw.edu.au/why-mggs/policies">https://www.mggs.nsw.edu.au/why-mggs/policies</a></p>
<p><b>Anti-bullying</b></p> <p>Muslim Girls Grammar School is an inclusive environment where individual differences are to be respected. Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment. Bullying in any form at Muslim Girls Grammar school will not be tolerated, and will be dealt with in an effective, timely manner according to the policy procedures.</p> <p>The School Policy includes contact information for students who may need assistance from community</p>		<p>The full text of the school's anti-bullying and harassment policy can be accessed by request from the principal and from the school website.</p> <p><a href="https://www.mggs.nsw.edu.au/why-mggs/policies">https://www.mggs.nsw.edu.au/why-mggs/policies</a></p>





services, including the local police Youth Liaison Officer.		
<b>Student Discipline</b> MGGS's aim is to foster a happy, friendly place where students are valued and nurtured. In order to function as a supportive and well-ordered community, we encourage students to consider the health, safety and feelings of others. We emphasise the positive aspects of behaviour management and keep "rules" to a few, which are worded positively. We applied a firm, fair and consistent approach to student discipline. The school prohibits the use of corporal punishment as a means of discipline at the school, neither does it implicitly or explicitly sanction the use of corporal punishment by a person or persons not employed by the school, including parents.		The full text of the school's student behaviour management policy can be accessed by request from the principal and from the school website.  <a href="https://www.mggs.nsw.edu.au/why-mggs/policies">https://www.mggs.nsw.edu.au/why-mggs/policies</a>
<b>Reporting complaints and resolving grievances</b> MGGS is committed to providing a safe and supportive learning and teaching environment for its students and staff. At the same time, the school has a detailed complaints and grievance policy to ensure that complaints and grievances are dealt with fairly and efficiently according to NESA guidelines.		The full text of the school's complaints and grievance policy can be accessed by request from the principal and from the school website.  <a href="https://www.mggs.nsw.edu.au/why-mggs/policies">https://www.mggs.nsw.edu.au/why-mggs/policies</a>



## Theme 10: School Determined Improvement Targets

MGGS conducted PAT (Progressive Achievement Tests) for reading, spelling and Mathematics in term 1. The results were used to support students in these areas of learning to improve literacy and numeracy outcomes. In Mathematics, programs were differentiated to suit students' levels and to cement the fundamentals of stage 4. NAPLAN results were used similarly and extra support was allocated in the latter part of 2021 to ensure improvement. Teachers strove to plan engaging lessons for all students to maintain interest and hence progress.

Literacy improvement was incorporated in all subjects through explicit teaching, scaffolding and a concentration on the acquisition of academic terms associated with each subject. Tracking each student's progress, liaising with parents and assisting students with goal setting are further strategies used to improve literacy outcomes.

As we moved through the pandemic in 2021, there was general acknowledgement of mental health regression resulting from the stress of catching COVID, isolation and family illness or loss. MGGS staff ensured that pastoral care was attended to by offering guidance with studies, support with mental health and establishing achievable routines and goals. During online learning we timetabled wellbeing classes for two periods per week, allocating groups to each teacher. These sessions were structured, targeted and created a safe space for students to discuss aspects of their learning journey and how they were progressing. Students and staff found these sessions remarkably helpful in keeping up morale. Religious Studies teachers continued with the program with an intentional emphasis on spirituality as comfort through challenging times.



## Theme 11: Initiatives promoting respect and responsibility

Online learning was an opportunity for the girls to take on the responsibility of adjusting to a very different way of learning and interacting with teachers and peers. Students quickly adapted and demonstrated responsibility by following the online learning policy and respectfully engaging in online learning platforms.

Muslim Girls grammar School engages an array of strategies to promote the values of respect and responsibility. MGGS students are always encouraged to look at ways to help both the local and international community. In Ramadan, MGGS had a donate a coin campaign and the money raised then was donated to Westmead Children's Hospital.



When MGGS girls learnt of the news of the hardship Palestinian people were encountering, a sausage sizzle and mufti day was organized by the Student Leadership Council and all money raised was donated to Community Care Kitchen, a not-for-profit organisation who were helping provide some temporary school support for children in Palestine. The girls realised everybody deserves an education and the fundraiser was a way to demonstrate their sense of responsibility to help others. We had guest speakers discuss the importance of thoughtfulness and how a sense of responsibility can make a difference in the world.

During the 4-11 July 2021, NAIDOC week, the girls celebrated the year's theme 'Heal Country' and learnt about the importance of recognising, protecting, respecting all aspects of Aboriginal and Torres Strait Islander culture and heritage. The girls looked at Indigenous role models and designed theme related posters.



**HEAL  
COUNTRY!**  
4-11 JULY 2021

During lockdown MGGS participated in a Zoom information session to promote COVID-19 vaccinations for our parents. They found it very informative, especially the Q and A session. Year end was celebrated with fun activities and an assembly to mark the academic achievements of students.



## Theme 12: Parent, Student and Teacher Satisfaction

Communication was key for parents, students and teachers in 2021. Throughout the year the Principal was readily accessible either in person or on the phone for feedback or queries. This was so especially because MGGS was in its first year of operation, and all feedback was valuable. Parents were also able to talk to teachers directly or via email.

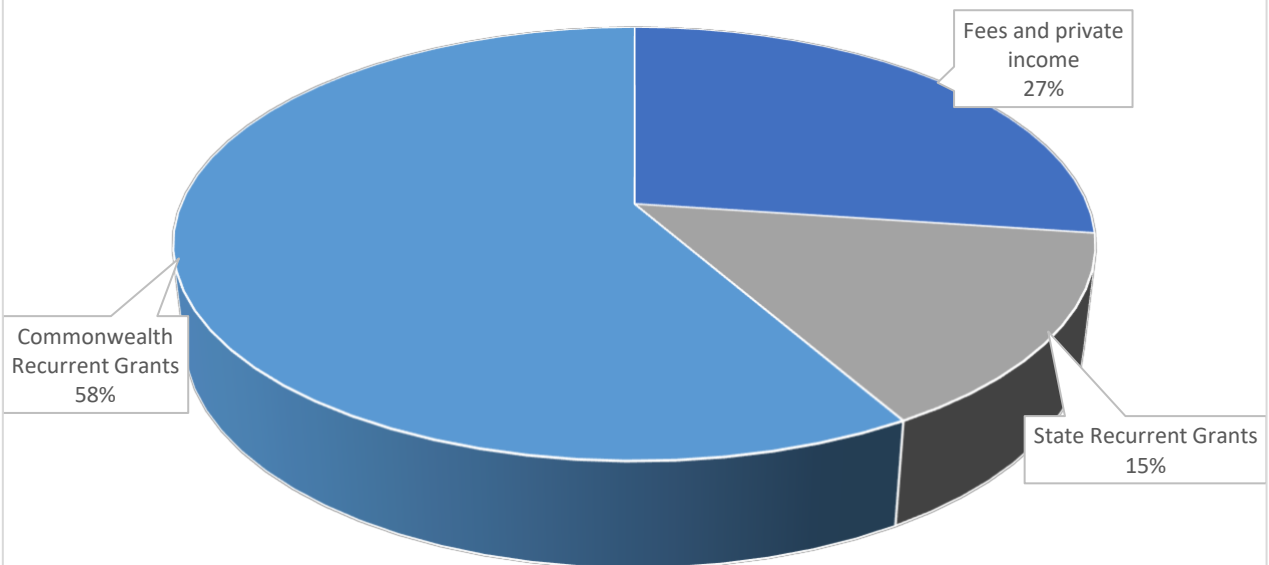
During lockdown our students had input about the placement of some religious studies classes to maximise engagement and progress. This action encouraged a sense of responsibility and inclusiveness. The end of term assembly attested to the satisfaction of students as they described their online learning experiences in largely positive terms. Parents were appreciative of the online timetable with teacher presence during every lesson.

MGGS staff are passionate about girls' learning, thus demonstrated a commitment to the school's vision and ultimately the school's success in serving the needs of the community. Teachers felt included in decision making about the teaching and learning as well as the day-to-day operations of the school, making for a greater sense of ownership and satisfaction.

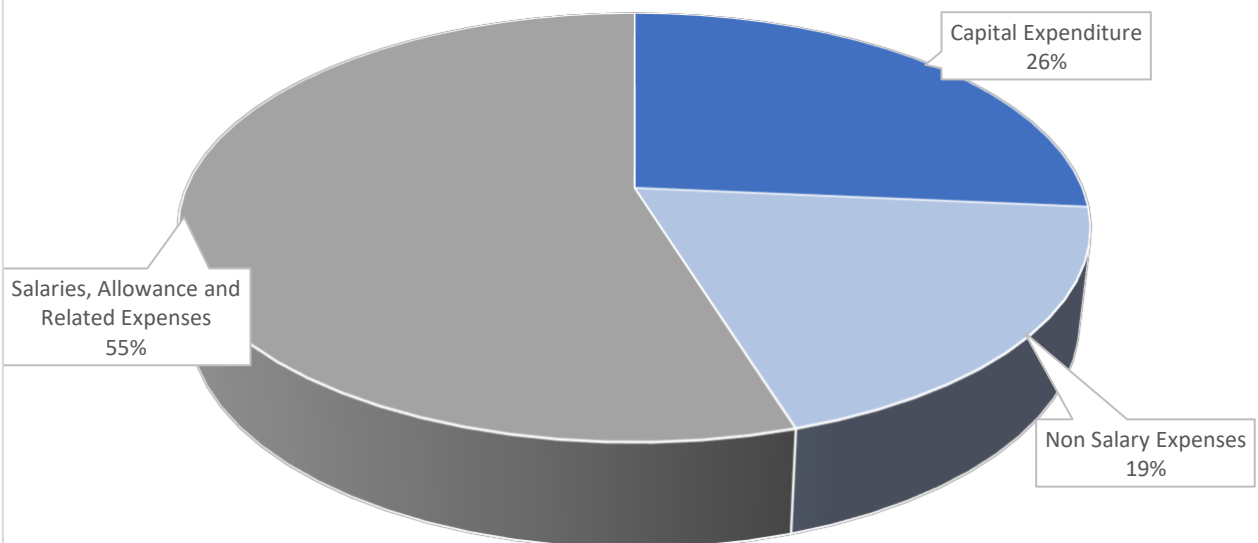


### Theme 13: Summary of Financial Information

2021 RECURRENT/CAPITAL INCOME



2021 RECURRENT/CAPITAL EXPENDITURE



# 2021 ANNUAL REPORT



68-80 South Street, Granville



[www.mggs.nsw.edu.au](http://www.mggs.nsw.edu.au)



8111 5600



MUSLIM GIRLS  
GRAMMAR SCHOOL